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ABSTRACT

This learning guide is designed to connect personal, family, and job responsibilities for adults and out-of-school youth in economically depressed areas of the state (including transitional ex-offenders and corrections populations) so that these individuals learn to manage and balance these aspects of their lives in order to prepare for or continue successful employment. This learning guide contains four competency units that provide information on parenting skills for parents of school-age children. The competency units cover the following topics: (1) the nurturing roles and responsibilities of parents; (2) expectations for the physical, mental, emotional, and social development of school-age children; (3) ways to foster social, emotional, motor, intellectual, and language development for this age group; and (4) positive techniques for relating to and guiding school-age children. Each competency unit consists of learner outcomes, key ideas, definitions, teaching strategies and methods, and suggested learning activities. Eighteen supplements include information and activity sheets on the following: self-esteem; parenting roles in the parents' lives; building self-confidence; developmental expectations of school-age children; parents' view of children; helping children develop; children's motivators; general things you can do for a child; television for children; parents' attitudes; reactions to children's behavior; verbal messages; discipline or punishment; building confidence; children's actions and caregiver's reactions; and setting limits for children. A bibliography lists 36 references. The Illinois goals for world-class education for the 21st century also are included. (KC)

ED 388 811

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Strengthening Parenting Skills: School Age

CE 070 206

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General Guidelines/Checklist for Users

The terms "facilitator" and "learner" are used throughout to describe the instructor and participants.

STRATEGIES (for facilitators) and ACTIVITIES (for learners) as stated in the guide, are not always parallel as to numbering system.

Facilitators need to find out where learners are with each of the competencies. For example, if working with a group who may have had previous child care instruction, the facilitator may choose not to do all the competencies. If working with a JTPA client, for example, it might be necessary to cover all competencies.

Key to Symbols - The following symbols are used throughout the guides to designate enhancement activities:

- related basic skills, giving particular attention to language arts and mathematics
- related decision-making and problem-solving skills, including the application and transferability of these skills to personal, family, and work responsibilities to be demonstrated
- enrichment activities according to learner abilities and experiences
- interrelationship of concepts to personal, family, and work
- influence of technology on the subject matter, application of knowledge, and related work
- pre- and/or posttest assessment activities

Before addressing any of the competencies, the facilitator should check in advance to see what materials or preparations are needed for the competency as numbered.

Competency #1 - Explain the nurturing roles and responsibilities of parents.

_____Find out who your participants are and their background experiences. This may take more than one conference or session or you may use an information form.

_____Collect needed cartoons or pictures from newspapers or magazines such as *Parents, Parenting,* and *Child* for using with activities such as

- pictures depicting responsible parenting,
- cartoons for bulletin board, and
- pictures depicting parenting roles.

_____Duplicate checklist "Parenting Roles" (Supplement 2).

_____Determine if duplicate copies of Supplements 1 and 3 on self-esteem and self-confidence are needed.

Competency #2 - Determine expectations in the physical, mental, emotional, and social development of school-age children.

_____Consider duplicating copies of Supplement 4, "Developmental Expectations" used for several activities.

_____Collect needed magazine pictures or photographs to use with activities such as

- pictures of school-age children at different stages of development and
- pictures of children of various ages.

_____Duplicate checklist, Supplement 5, "School-Age Children," to identify characteristics of children.

_____Duplicate Supplement 6, "Developmental Highlights," if needed.

Competency #3 - Describe ways to foster a school-age child's social, emotional, motor, intellectual, and language development.

_____Duplicate checklist to assess learner's knowledge of a child's developmental progress. (See Supplement 7.)

_____Consider duplicating Supplement 8, "Things to Do to Help Children Develop," to use as a take-home page.

_____Collect or provide needed pictures or magazines for activities such as pictures of children participating in activities (good and bad).

_____Duplicate Supplement 9 "Why Do Kids Act the Way They Do?" if using to assess learners' views.

_____Duplicate Supplement 10 as needed for activity 3.

_____Collect or provide appropriate TV listings of programs for use with Supplement 11.

Competency #4 - Demonstrate positive techniques of relating to school-age children and guiding their behavior.

_____Duplicate Supplement 12 to assess parents' attitudes and feelings regarding guidance and discipline.

_____Facilitator may need to duplicate Supplement 13 to assess how parents react to various situations.

_____Duplicate Supplements 14A, 15, 16, 17, and 18 as appropriate or needed.

OTHER: Supportive Services

As facilitator, you should be aware of support services available to parents of school-age children.

Introduction

The years from six to twelve are very important because many things that will take place during this period will contribute to children's feelings about themselves. It is said that in this period a child will either identify with success or failure.

Horizons begin to widen as a child enters school. The child associates with other children, teachers, and adults outside of his family group. The child no longer depends upon the parent for all needs. The school-age child is beginning to reason, form judgments, and make decisions. New friends and new experiences begin to influence the child's thinking, feelings, and actions. As the school-age child grows more independent, the parent must be willing to let her or him grow.

It is important that the school-age child have a strong sense of being loved. Family plays an important role in shaping attitudes, helping the children meet realistic expectations of themselves and others during this expansion period from home to school to peer groups. Parental guidance and encouragement are very important for school-age children as they make adjustments within their families, at school, and with their friends.

Children develop self-esteem and emotional stability early in life by the amount of parental support they receive (e.g., love, care, guidance, and security). Children who develop healthy self-concepts tend to get along well with other people. When they see themselves in a positive light, they see others in a similar way and they are able to do things with them with confidence and self-assurance.

How children feel about themselves is reflected in their behavior. A parent is the most influential person in the child' life, especially in the development of a child's self-image. Children who are rejected, discouraged, and often punished will likely develop negative pictures of themselves (Draper & Draper, 1983). Developing skills for daily living improves children's self-concepts. A parent can help by providing many opportunities for children to develop skills.

Children, like adults, often learn without being taught directly. They learn a great deal through watching other people, listening to what others say, and imitating them. The people they watch serve as models. Parents provide models.

Another important role for a parent is teaching children to behave.

The process of socialization requires years of persistent parental effort. Often parents have unrealistic expectations about children and child rearing. Unrealistic expectations can cause a parent to feel guilty, disappointed, discouraged, uncomfortable, or stressful.

Competent parenting requires patience, flexibility, realistic expectations, good communication skills, and knowledge about child development.

Explain the Nurturing Roles and Responsibilities of Parents.

Learner Outcomes

- Given a series of pictures, the learner will suggest the roles being performed by the parenting figure (e.g., empathy, teaching, discipline, love, and acceptance).
- Using profiles, the learner can differentiate between responsible and irresponsible characteristics of parenting.
- Given a list of school-age children's needs, the learner will describe ways to provide or meet those needs.

Definitions

school-age	- six to twelve years old
nurturing	- promoting well-being and development of the loved one
self-esteem	- a sense of personal worth
self-concept	- image one holds of oneself
roles of parents	- protector, caregiver, provider, counselor, manager, teacher, and giver of guidance
responsibilities	- obligations and duties; parents accept responsibility for their child's physical needs; provide guidance for the child; and create a nurturing climate of loving care, attention, and encouragement that builds up a child's self-esteem
caregiver	- someone who takes care of children
parenting	- meeting children's needs (physical, emotional, mental, and social)
social skills	- interacting behaviors with others in the community

Key Ideas

While the need for parents never ends, it does change as the child becomes more self-sufficient and independent. Emphasis changes slowly from child-rearing to support and friendship (Foster et al., 1988).

The contacts children have everyday (e.g., parent(s), family members, and mass media) affect how the child perceives her or his role.

Nurturing includes discipline. Caregivers have the responsibility to guide children's behavior and provide a safe environment for them.

During the school-age period, children look to the parent for protection and guidance. Parents can set a good example for children by loving, respecting, and encouraging them.

School-age children need parents to spend time with them, to talk and do things with them, and to stress the child's good qualities.

All parents can become builders of self-esteem.

Strategies/Methods

1. The facilitator should take time to reinforce what is included in each of the need categories (i.e., physical, emotional, mental, and social) and how these are met. ☑

2. The facilitator can reinforce the concept of responsible and irresponsible parenting by discussing examples of adult behaviors such as smoking, cursing, and treatment of others.

3. The facilitator should reinforce the idea that as a child ages, the role of the parent changes. For example, the parent becomes more involved in a guidance role as child moves from preschool years to school-age years.

4. Collect and post cartoons on a bulletin board with a heading such as "Parenting Requires a Sense of Humor." Have learners make contributions also.

5. The facilitator could discuss the effects of poor manners and social skills (e.g., being fired from a job or not being hired). Discuss or give examples of ways a parent provides models for social skills such as establishing meal patterns and eating habits, ways of talking, and styles of interacting.

6. Discuss ways a parent can encourage or develop a child's self-esteem.
(See Supplement 1.)

7. Discuss the role of a parent whose child may be in sports activities in the following ways: giving encouragement without pushing; offering praise; encouraging honest effort and cooperation; setting a good example; and maintaining positive attitudes, in both victory and defeat.

8. Discuss how a parent can help get a child ready for school. Emphasize such things as the significance of health exams, being able to manage personal toiletries, managing clothing items without help, and the child knowing names and addresses of her- or himself and family or caregiver.

9. Depending upon learners, the facilitator would need to make judgments about the need to discuss safety concerns related to school and community, the problems of children left alone at home, or supervising children from a distance.
(A resource that might be reviewed is the LatchKey materials.)

10. If the facilitator feels comfortable with learners, discuss a parent's role in monitoring a child's choice of friends. Recognition should be given to a child's desire to conform with friends (peers). Have learners give examples and suggest ways parents should deal with this phase. (This is a sensitive area.)

Suggested Activities

1. Have learners identify ten things that every child needs (i.e., physical, emotional, mental, and social).

   For example, every child needs. . .

food	water
clothing	shelter
rest/sleep	safety
affection	love
protection	comfort
encouragement	warmth
good health	
to be clean	
to be around people	
things to do	
things to look at	

2. Make a collage or collect pictures from magazines which depict responsible parenting.

   Points to make: Parents are responsible for providing their child with the following:

   - **food** (appropriate nutrition for age)
   - **clothing** (appropriate for age and weather conditions)
   - **rest/sleep** (appropriate for age)
   - **a safe environment** (free of dangers)
   - **nurture** (love, affection, shelter)
   - **support** (self-worth, self-esteem)
   - **encouragement** (to learn)
   - **guidance** (to do the right thing)
   - **good health** (medical care/treatment)

3. Have learners identify someone in their lives that has served a parenting role to them. Question what was done in this parenting role.

   Points to make: Many people (other than the mother or father) can parent, be a caregiver, or serve as a role model. Parent roles provide guidance, feelings of security, protection, care, and needs. Complete Supplement 2, "Parenting Roles In My Life."

4. Have learners collect pictures of people performing parenting roles. Parenting roles could include any of those identified in definition or Activity 3 above.

5. Have learners identify five things that a parent could do or give a child at any time to make a child feel good about her- or himself such as praise or a compliment.

6. Ask learners to display pictures of children in various social situations. Use these as discussion points for developing social skills. (Use caution if using pictures of learners' children.)

7. Observe children pretending and imitating at play. Describe what was observed.

8. Complete Supplement 3 on "Building Self-Confidence."

9. Have learners prepare an information chart such as items a school-age child would need. Complete categories which include name, addresses, and names of parents and guardians. Learner could then take this home and complete with a child.

10. Have learners make a list of skills and information a child needs such as personal toiletry and handling clothing before they enter school.

11. Have learners develop guidelines parents should use in preparing children to meet potentially dangerous situations (e.g., kidnapping, sex abuse, and accidents at home).

COMPETENCY TWO

Determine Expectations in the Physical, Mental, Emotional, and Social Development of School-Age Children.

Learner Outcomes

- Using chart provided, learner will be able to identify where a child is developmentally.
- Using chart provided, learner will be able to determine what to expect of a child at different ages and stages of development (sequentially and developmentally).
- Given pictures, learner will be able to identify children at various ages and stages of development.

Key Ideas

All children grow and develop differently, learning at their own pace and style.

A child's development is a natural process and should not be pushed or sped up.

During the school-age years, children become more responsive, influenced, and controlled. They are very eager to please, making adult support and praise very important.

During this time a child's social world is widening to include older friends, as well as teachers, coaches, and characters on television and in movies. They now have other places to go besides the family for information and misinformation (Koch, 1990).

Definitions

social development	- the progress made from a baby's complete self-centeredness to an adult's ability to live and work with others (relationships with others) (Brisbane, 1985)
emotional development	- deals with children's changing feelings about themselves, others, and the world (feelings) (Brisbane, 1985)
physical (motor) development	- skills which involve the control and use of large muscles (such as riding a bicycle) or small muscles (such as playing a musical instrument) (Brisbane, 1985)
mental (intellectual) development	- the use of the mind and thinking skills

During the school-age years, children will decide if . . .

- they are smart or stupid;
- they are popular or unpopular;
- they are athletic or clumsy;
- they are bullies or victims, leaders or followers, or strong individuals who can stand on their own;
- they are pretty or ugly or just OK;
- it is good to be who they are;
- they can say "No" when they want to;
- they will be influenced by friends to take drugs; or
- they will follow suggestions of ads to drink or smoke (Koch, 1990).

Strategies/Methods

1. A parent needs to understand that each child has a different personality and will develop at her or his own rate. A parent should be helped to understand that the child will be unlike any other. The facilitator may want to discuss or identify ways for the learners to help children discover who they are and what talents, strengths, and weaknesses they may have.

2. Using a developmental chart, the facilitator may need to assess age of learner's child in terms of developmental activity. Emphasize that a child's progress is sequential and that developmental tasks may not coincide exactly with the child's age. (See Supplement 4.)

3. Using Supplement 4, determine how much the parent is aware of her or his own child's expected developmental progress.

4. Provide magazines such as *Child, Parent,* or *Parenting.* Have learners find pictures of school-age children at different stages of development. Examples might include a child who looks lanky and out of proportion; a child doing an activity alone; and children dressed alike. This activity could be taken a step further by arranging pictures in developmental order.

5. Have learners complete Supplement 5, "School-Age Children," to identify characteristics of children six to twelve years old and also determine what learners may know about these age groups. ☑

Suggested Activities

1. Using chart provided, learners can discuss what to expect of their child at different ages and stages of development. (See Supplement 4.)

2. Have learner identify expected developmental progress of her or his child using "Developmental Highlights for School-Age Children." (See Supplement 6.)

3. Have learners collect pictures (one each for physical, mental, emotional, and social) which depict children at different ages and stages of development. Discuss the differences and similarities between the various ages.

4. Using a developmental chart, tell five changes that occur in a child during the school-age years (ages six to twelve).

5. Have learners select three activities that would be appropriate for each developmental age level. For example, a six year old may not be fully coordinated to do horseback riding but could play baseball and softball; a twelve year old would be ready for fishing or ping pong.

6. Have learners view pictures of children between the ages of six and twelve obtained from magazines, newspapers, or photographs and identify developmental changes that have taken place.

7. Have learners role-play positive ways a parent can handle situations which involve the school-age children characteristics that may set them apart such as thinnest, fattest, shortest, clumsiest, most athletic, and last to learn to read. An example of a situation could be a child who is the shortest in a class and feels down about it. Parent could give encouragement by reinforcing that growth will occur or that good things come in small packages. ◙

COMPETENCY THREE

Describe Ways To Foster a School-Age Child's Social, Emotional, Motor, Intellectual, and Language Development.

Learner Outcomes

- Using a checklist, the learner will develop awareness of her or his current fostering activities.
- The learner will determine appropriate skills and behaviors for school-age children to learn at given stages of development.
- The learner will list general ways children can be helped to meet their developmental needs.
- Using the guidelines provided, the learner will give examples of activities that can help school-age children develop in social, emotional, motor, intellectual, and language activities.

Definitions

(also see definitions listed under Competency 2)

language development	- the maturation and coordination of the throat muscles, tongue, lips, teeth, and larynx; understand and use words (Brisbane, 1985)
peers	- people of the same age group

Key Ideas

A child's first and most important teacher is a parent.

Caregivers can influence children's attitudes toward learning.

Children will learn more from what they see than what they hear.

As soon as children are capable, they need to be given opportunities to make decisions. Children should be offered choices as soon as they are old enough to understand. Be sure choices are within the child's capability and are attainable.

A parent's responsibility includes helping a child become independent and assume responsibilities.

Because children can be influenced positively or negatively by friends, it is important that a parent be aware of whom a child is spending time with.

Protecting a child includes providing a child with good information about people, sex, and dangers such as drugs, alcohol, and AIDS.

Strategies/Methods

1. The facilitator should reinforce the idea that what a child sees and hears will influence what the child does and says.

2. By using a checklist (see Supplement 7), the facilitator may need to assess how the learner currently fosters the child's developmental progress. This may aid the facilitator in assessing the learner's knowledge and give some indicated depth of discussions and activities necessary.

3. The facilitator could use the activity list "Things To Do To Help Children Develop" (see Supplement 8) to help the learner understand what skills a child has, is ready to do, or learn, or to decide how to help the child learn. The facilitator may want to emphasize that such lists should not be used to push a child to do things the child does not want to do or is not ready to do.

4. Consider asking an elementary teacher to share with the learners some of the activities used to help school-age children develop socially, emotionally, physically, intellectually, and in language skills (Decker, 1988).

5. The facilitator should stress ways to provide emotionally supportive relationships with the parent and child such as conversations, story telling, and participating in adult games as appropriate.

6. The facilitator could use the worksheet "Why Do Kids Act The Way They Do?" (see Supplement 9) to give clues about the learner's views on the behaviors of school-age children.

Suggested Activities

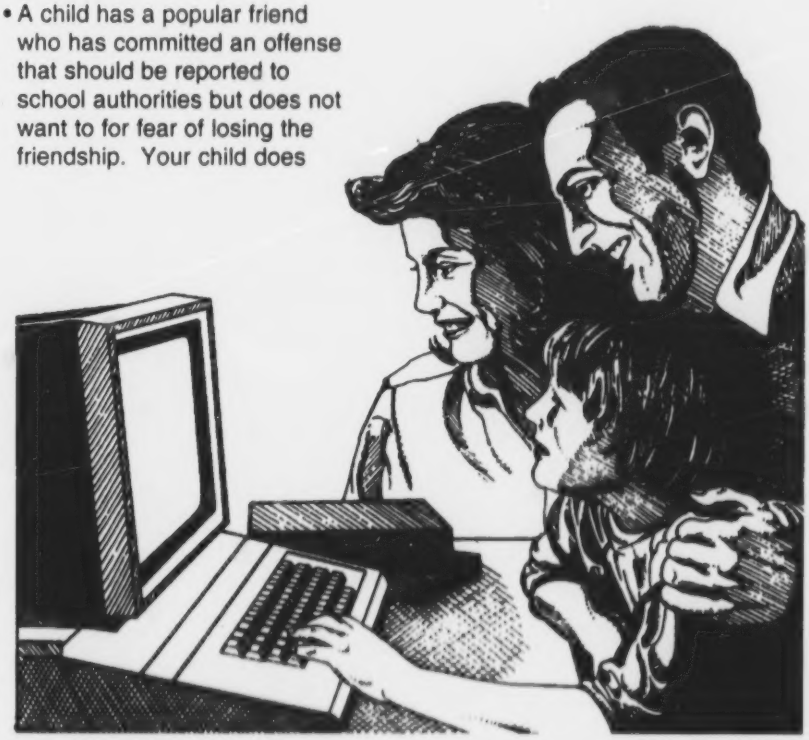
1. Have the learner develop a brochure called A Checklist for a Parent. The brochure should be divided into four sections: (1) Physical Needs, (2) Intellectual Needs, (3) Emotional Needs, and (4) Social Needs. Have the learner brainstorm a list of activities that can be done in each of the four areas to help a child developmentally (Decker, 1988).

2. Have the learner react with suggestions to problems involving a child and a friend(s). The following are some examples:

   - A child wants friends very much but does not know how to make friends with others.
   - A child has friends whose priorities are different from your own.
   - A child has a popular friend who has committed an offense that should be reported to school authorities but does not want to for fear of losing the friendship. Your child does realize, however, that the friend and others are being hurt because the act is going unreported.
   - A child feels that she or he would be more acceptable to the group if she or he had money to buy the things all the others seem to own. However, you know that this is not possible.

3. Have the learner identify ten general ways to help school-age children meet their various developmental needs. (See Supplement 10.)

4. Have the learner make a list of household chores school-age children of various ages are capable of doing (Draper & Gangnong, 1980).



5. Have the learner give examples of ways to foster a child's development in the five categories using the activity list "Things To Do To Help Children Develop." (See Supplement 8.)

6. Collect pictures of children participating in various activities (both good and bad). Have the learner differentiate between those activities that would be appropriate and inappropriate. Examples would be using safety precautions, fighting, and smoking with peers.

7. Have the learner write down or tell ten ways in which to praise or build self-esteem in a child.

8. Have the learner determine television shows that would be appropriate and inappropriate for school-age children. (See Supplement 14.)

9. Have the learner watch a children's TV program (cartoons) and evaluate the program in terms of influence of commercials on eating habits. The learner may use the following suggestions:

   - How many commercials during the program were for food for children? (List all including duplicates.)
   - How many of those children's food commercials were for candy, gum, sugar-coated cereal, sweet snacks, or desserts?
   - How many commercials advertised food from a

     milk group?
     meat group?
     grain group?
     fruit/vegetable group?

   - Discuss health claims made. Are they true or false and why?

10. Have the learner list ways parents can help children develop healthy, positive friendships.

COMPETENCY FOUR

Demonstrate Positive Techniques of Relating to School-Age Children and Guiding Their Behavior.

Learner Outcomes

- Given examples, the learner will distinguish between discipline and punishment and the effects of each.
- Using case studies and situations, the learner will identify appropriate responses for behavior.
- Given situations and format, the learner will give examples of how to set and enforce limits in guiding children's behavior.

Key Ideas

The ultimate goal of guidance is to help children develop self-control, to help children think for themselves so when parents are not around, they can take care of themselves (Lewis, 1988).

Guidance and discipline should strike a balance between letting children be independent and protecting them (Managing Behavior, 1986-1987).

Children need to be taught, guided, and disciplined but not harmed, physically or emotionally.

Positive methods of discipline tend to create a positive self-concept and self-control in children.

Changes in behavior usually occur slowly!

Definitions

guidance - showing and telling children what behavior is acceptable and what is not (Foster et al., 1988)

discipline - a positive approach to guiding and training a child's behavior

punishment - to treat harshly; to cause pain or suffering; physical handling

redirection - diverting or deflecting a child's behavior by offering another activity (*Managing Behavior*, 1986-1987)

tantrums - a way that children release their frustrations

Communicating with Children

When communicating with children and helping children learn responsible behavior

- talk to the child face to face using language and words the child will understand.
- respect the child by listening to the child's point of view. Treat the child as a worthwhile person and speak slowly, softly, and lovingly.
- be encouraging, positive, patient, and loving.
- be a good role model (i.e., respond as you want the child to be as an adult).

Tips For Discipline

Set limits for children. Make sure they know what the rules are. Some steps to follow when setting limits are:

Explain the rules to the children. Make sure they understand. Tell them exactly what you expect them to do. Tell them the things they should not do.

Talk to and explain to children why they should or should not do something.

Make rules simple.

Ask children to repeat what you have said. Ask questions to make sure they understand.

Explain what will happen if a child breaks the rule.

Change the rules when you need to. As children get older, some of the rules may need to be changed.

Make sure the limit is really needed. Too many rules are hard for a child to understand.

Avoid taking sides against your children.

Be consistent. After the rules are set, use them every time you need to. This helps children feel secure. They know that you will always do the same thing.

Use "Stop" and "Don't" more than "No." Tell children exactly what to stop doing and let them know what they can do.

Pay attention to your children when they are well-behaved, not just when they do something wrong.

Provide acceptance, encouragement, and love.

Reward your children when you like what they have done. A reward is not a bribe and doesn't have to be a thing. Examples of rewards could be telling your children they did a good job; spending time alone together; saying you are proud of them; or giving hugs or extra kisses.

The best way to teach your children what to do is to show them—SET A GOOD EXAMPLE. It is important to act the way you want your child to act.

Guidance should not make children feel bad or worthless. Punishment only tells children they are bad. It does not tell them what should be done instead.

Adapted from Myers-Walls, Judith A. (n.d.). *Why won't you behave? Discipline strategies with young children* (Bulletin HE180). West Lafayette, IN: Purdue University Cooperative Extension Service.

Strategies/Methods

1. The facilitator may need to assess parents' attitudes and feelings regarding guidance and discipline. (Use Supplement 12.) ☑

2. The facilitator should make distinctions between discipline and punishment.

3. The facilitator may need to assess how parents react to various situations involving children's behaviors. This will give clues as to how the learner practices discipline. (Use Supplement 13, "Reactions," as a guide.)

4. The facilitator should discuss positive and negative practices of discipline. Reinforce that negative discipline is called punishment and includes any action that brings physical or emotional harm to a child.

5. The facilitator could discuss with the learner the saying "The punishment fits the crime." Emphasize that punishment will not end the problem. Stress to the learner that discipline used to correct the problem should relate to the problem. For example, being grounded for a month or spanked does not help a child to solve the problem of not cleaning up her or his room.

6. The facilitator should reinforce that a parent should not emphasize negative aspects of a child's behavior and ignore the positive. This can be damaging to a child's self-esteem.

7. The facilitator should stress the importance of knowing when a parent or caregiver is angry and how to practice self-control in disciplining children. Give examples of what one can do such as taking deep breaths, walking away from the anger zone, and talking about it. The parent or caregiver may need to consider joining a support group if the other suggestions don't work for them.

Suggested Activities

1. Have learners translate negative comments into positive comments:

   Don't drag your sweater in the dirt.

   _____

   Don't scream at me.

   _____

   Don't talk with your mouth full.

   _____

   Don't run in the store.

   _____

   Don't talk back to me.

   _____

2. Using Supplement 14A, "Verbal Messages," have the learners identify from a child's point of view the effect each statement would have on a child. Answers for the facilitator are provided on Supplement 14B. ♀

3. Have the learners differentiate between discipline and punishment by using Supplement 15, "Discipline or Punishment." Also, have the learners indicate how they would react in each of the situations. ♀

4. Using Supplement 16, "Building Confidence," have the learners read or have the facilitator read minute dramas to the learners and have the learners answer questions. ◘

5. Using Supplement 17, "Children's Actions and Caregiver's Reactions," have the learners identify a more positive response than the one given to each situation. ♀ ⍐

6. Have the learner set limits for children using format and situations identified in Supplement 18, "Setting Limits for Children." ♀

7. Have the learners identify whether the following statements related to discipline for the school-age child are true or false and why:

   - Rules need to be explained to children. (true)
   - When setting limits, tell the child what she or he should not do. (true)
   - The rules never change, no matter how old the child gets. (false)
   - When a child does something a parent likes, the parent should buy the child a toy. (false)
   - Punishing a child tells the child what should be done instead. (false) ♀

SUPPLEMENT 1

Self-Esteem

Self-esteem is feeling good about yourself . . . believing you can do things . . . believing you can make choices.

All parents can become builders of self-esteem. All parents—no matter what they have, where they come from, how much schooling they have, how much money they make—all parents can build their children's self-esteem.

Parents build self-esteem in children by

- spending time with their children.
- talking with their children.
- listening to their questions and encouraging them to ask questions.
- respecting their feelings and encouraging them to share those feelings.
- setting clear rules, but not being overly harsh with words or punishments.
- encouraging achievement, but not constantly pressuring their children.
- sharing their beliefs and sharing some of what they've learned from their own mistakes.

Self-esteem can save children's lives. Children who feel good about themselves, children who have high self-esteem, are less likely to do these things:

- drink alcohol
- use drugs
- start having sex too early
- start having babies before marriage or before they are old enough to be responsible parents
- feel hopeless
- feel unloved as adults
- attempt or actually commit suicide

Self-esteem can make life more satisfying. Children who have high self-esteem are more likely to

- do well in school.
- enjoy activities.
- make friends.
- make healthy choices.
- feel good about their relationships.
- feel they control their lives.
- feel good about their work.

Source: Koch, J. B. (1990). *Growing up* (Families in Touch Series: Book Three for parents of children ages 8 to 10). Skokie, IL: Total Graphics.

Parenting Roles In My Life

DIRECTIONS: Write or mark (X) the name of the person who served you in the parenting roles listed.

WHO		MEMBER OR PARENT	FAMILY FRIEND OR RELATIVE	OTHER
1.	Took care of you when you were sick?			
2.	Fed you?			
3.	Changed your diapers?			
4.	Made sure you did your homework?			
5.	Taught you to ride a bike?			
6.	Listened to you?			
7.	Knew your friends well?			
8.	Answered questions about sex?			
9.	Took you shopping?			
10.	Played with you?			
11.	Taught you your favorite hobby?			
12.	Helped you understand your religious beliefs?			
13.	Comforted you?			
14.	Knew your secret thoughts?			
15.	Helped you with your personal problems?			
16.	Served as your role model?			
17.	Made you feel very special?			
18.	Disciplined you and still loved you?			
19.	Helped you learn right from wrong?			

Adapted from *Adolescent parent resource guide*. (1989). Columbus: Ohio Department of Education.

SUPPLEMENT 3

Building Self-Confidence

Messages by parents could harm a child's self-confidence. Examine the following parental messages. Tell whether each one encourages or discourages a child's feeling of self-worth. If the message is encouraging, explain why. If the message discourages self-worth, explain how it could be changed to avoid a child feeling unimportant.

1. Message: Marcus drew a circle with his paint brush. His mother said, "That doesn't look much like a circle. It isn't completely round."

   Is the message encouraging or discouraging? _____

   Explanation: _____

   _____

   _____

   _____

2. Message: Maria wanted to pour the milk onto her cereal by herself. She spilled some of the milk. Her mother said, "You always spill! Can't you be more careful?"

   Is the message encouraging or discouraging? _____

   Explanation: _____

   _____

   _____

   _____

3. Message: Tyler was running with books in his arms when he tripped and fell. Tyler heard his mother tell her friend, "Oh, Tyler is our clumsy one. He always falls down."

   Is the message encouraging or discouraging? _____

   Explanation: _____

   _____

   _____

   _____

4. Message: Jose helped his mother carry groceries from the car. His mother said, "That was a heavy sack. Thank you for helping me."

Is the message encouraging or discouraging? _____

Explanation: _____

_____

_____

_____

5. Message: Eight-year-old Natasha was upset because the coach only allowed her to play a few minutes of the basketball game. On the way home from the game, her father said, "No coach will let you play if you can't handle the ball well."

Is the message encouraging or discouraging? _____

Explanation: _____

_____

_____

_____

Adapted from Ryder, V. (1990). *Parents and their children* (Teachers Reference Guide) (p. 199). South Holland, IL: Goodheart-Willcox Company.

SUPPLEMENT 4

Developmental Expectations of School-Age Children

	6 years	7 years	8 years	9 years	10 years	11 years	12 years
PHYSICAL	Legs lengthen; can do somersaults 6 yr. permanent molars appear; begins to lose baby front teeth Very active; sitting still is hard Can tie shoelaces; may dawdle when dressing Runs rather than walks Will fall often	May gain 3-5 lbs. a yr. Will do some household chores May look lanky; thin body, long arms, legs Better coordination May roller-skate, skip, jump rope Can kick, throw, Better balance and timing Enjoys sports (physical contact)	Thin body: long arms and legs Better coordination; fluid and graceful Enjoys physical sports Well-developed balance and timing	Slow growth in height Can take care of physical needs: bath, hair combing Coordination continues to improve Uses hands skillfully Enjoys drawing making models, using tools, and doing crafts	Works hard at developing physical skills and coordination Girls may have rapid weight increase Boys have slow growth in height Menstruation may begin for girls Able to get pregnant	Menstruation may begin for girls Able to get pregnant Girls may fall behind boys in physical strength and endurance Girls physically bigger than boys Boys like to test strength	Menstruation may begin for girls Able to get pregnant May be self-conscious at different rate than that of peers Boys start fast growth spurt
MENTAL/INTELLECTUAL	Judgment develops Rules are more meaningful Enjoys learning new facts and skills Can use telephone May use bad language May ask complex questions other than "why?"; wants detailed answers Attention span lengthens Concept of time improves Can recognize and understand some rules Memory improves	Quieter than at 6 Becoming responsible Curious about the differences of sexes; how babies are made Accepts idea of rules and that harm might result if rules are not followed Understands concept of time Understands value of money; may be ready for an allowance	Has knowledge and skills in many areas Accepts idea of rules and accepts that harm might result if rules are not followed Favors reality; less interest in fairy tales May begin collecting things (including bugs) Enjoys reading animal and space age stories	Increased independence Does independent projects Less interest in make believe and fantasy Conversational skills improve Vocabulary expands Enjoys mental games Understands about truth and honesty Enthusiastic about learning	Enjoys good family relationships Can plan ahead Interested in other's ideas Reasoning skills increase Likes to act in a more adult manner Enjoys secrets and mysteries Vocabulary still expanding Enjoys conversations with adults	Confused by new thoughts and feelings Can figure out what to do by remembering past experiences Good at solving problems Very conscious of clothes and over-all appearance Enjoys active learning Enjoys reading aloud, reciting, science projects	More mature behavior Can grasp math concept (e.g., relating to money) Enjoys lengthy conversations with elders May enjoy reading Interest in school is influenced by peers Enjoys long periods alone to think or work on projects Enjoys reading mysteries, adventures, biographies

	6 years	7 years	8 years	9 years	10 years	11 years	12 years
EMOTIONAL	Likes to do tasks that show results and a sense of accomplishment Self-centered Likes to be in charge Likes to win Changes moods quickly Sibling jealousies lessen Very demanding; want all of everything Choosing is difficult Wants to be right	Moody; may seem withdrawn; looks inward May feel everyone is against her or him May have sensitive feelings and easily hurt by criticism Complains often Can be demanding Wants to dress and act like friends Strives hard to please	Feels good about self and world Is self-confident Pleasant to live with Is becoming modest about body Sense of humor Believes she or he can do anything Enjoys school Is becoming aware of others' points of view Belonging is very important Wants to look and act like peers Willing to try anything Sensitive to what others think	Easy going Greater self-confidence Relatively quiet Resents being "bossed" by parents Drive for independence Interest in family decline Worries a lot Complains about everything that displeases her or him Difficult to accept disappointment or defeat Has definite likes and dislikes Knows right from wrong Will accept blame when necessary but offers excuses	Has pride in family Feels very good about her- or himself Happy with life Likes school and teacher Obeys willingly Accepts responsibility Tries to do things well Likes praise and encouragement	Last year of childhood Turmoil as teenage years approach Emotional outbursts Feels picked on by parents May be interested in earning money Quarrels may occur Less self-centered Has great enthusiasm	Easy going Likes to be taken seriously Needs understanding of parents Grows out of self-centeredness Reaches out to others May be moody if puberty has begun May show signs of emotional turmoil if puberty has begun
SOCIAL	Depends less on others for washing, eating, and toileting Pride in independence Pride in appearance Likes group play Boys and girls can play together May call others names Chooses own friends Tattling is common Difficult taking turns	May observe rather than participate Is becoming considerate of others May become competitive Seeks need and approval of adults and peers Sensitive to criticism	Considerate of others Cooperative Makes new friends easily Enjoys group projects Likes peer competition Concerned about what others think and do Interested in how treated and interested in how she or he treats others Group activities among children of same sex is preferred May form own clubs, secret groups Has a lot of spirit	Pleasant companion Is involved with friends Interested in many different kinds of play Boys and girls play separately May find a best friend Interest in friends grow Group activities and interests are important (not just "belongingness" so much)	Privacy becomes important Can participate in team sports Group spirit is diminishing Shows loyalty to best friend	Argumentative Membership in clubs and groups is very important Feelings can get hurt in social situations Boy-girl socialization begins	Peaceful Friendly Girls and boys giggle, share secrets, and may feel clumsy and inadequate Likes to plan group activities Is patient and friendly with youngsters Has improved social skills Has strong desire to be like peers Is exposed to a great deal of peer pressure

Adapted from Ryder, V. (1990). *Parents and their children* (Teacher's Guide) (pp. 231-234). South Holland, IL: Goodheart-Willcox Company; *Life skills for single parents*: A curriculum guide. (1988). Bismarck: North Dakota State Board of Vocational Education; *Family and career transitions resource guide*. (1989). Columbus: Ohio Department of Education.

School-Age Children

Write general statements that describe school-age children of the following ages:

Most six-year olds are

Most seven-year olds are

Most eight-year olds are

Most nine-year olds are

Most ten-year olds are

Most eleven-year olds are

Most twelve-year olds are

Adapted from Ryder, V. (1990). *Parents and their children* (Student Activity Guide) (p. 97). South Holland, IL: Goodheart-Willcox Company.

Developmental Highlights for School-Age Children

DIRECTIONS: List the expected changes of a school-age child as her or his development progresses.

Physical Development
Intellectual Development
Emotional and Social Development

Adapted from Ryder, V. (1990). *Parents and their children* (Teachers Resource Guide) (p. 154). South Holland, IL: Goodheart-Willcox Company.

SUPPLEMENT 7

Checklist

There are no right or wrong answers. Check all statements that describe the way you view your child. Your answers may vary according to the age of your child and, indeed, may change as your child grows.

_____ 1. I am aware of new things my child learns to do almost every day.

_____ 2. I feel it is important that my child be able to express her- or himself in words.

_____ 3. I am aware of approximately how many words my child understands.

_____ 4. My child sees me reading almost every day.

_____ 5. When I speak to my child, I do not use baby talk.

_____ 6. Sometimes I am surprised how fast my child learns a new skill..

_____ 7. When my child asks questions, I try to answer them simply and accurately at her or his level of understanding.

_____ 8. My child likes to be read to and brings books to me for that purpose.

_____ 9. I encourage my child to try to solve problems on her or his own before seeking help.

_____ 10. My child looks forward to playing with other children.

_____ 11. I try to provide toys for my child that can provide positive and meaningful learning experiences.

_____ 12. I am aware of and control the kinds of TV programs my child watches.

_____ 13. My child likes to interact with adults.

_____ 14. My child shares fears, opinions, likes, and ideas with me.

_____ 15. My child accompanies me for many daily regular chores, errands, and other activities.

_____ 16. My child can describe dreams to me.

Adapted from Shephard, L. (1981). *Parent's helper: Ages 5-10.* Palo Alto, CA: VORT Corporation.

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SUPPLEMENT 8

Things To Do To Help Children Develop

Social

- Be sure child has good friends.
- Guide child away from potentially dangerous friends.
- Get to know your child's friends.
- Go on trips with child (e.g., zoo, picnics, and the park).
- Allow child to talk on telephone.
- Do not embarrass child or put child in position to show her or his weaknesses.
- Provide child with opportunities to participate in team sports, group activities, games with others, and children organizations (e.g., 4-H Clubs, Future Homemakers of America, Home Economics Related Occupations, Wilderness Society, Boy Scouts, and Girl Scouts).

Emotional

- Put your arm around child when answering a question.
- Give your full attention when listening to a child.
- Make child feel useful—give child responsibilities (e.g., appropriate household chores for age and abilities).
- Let child participate in decisionmaking concerning child (e.g., selecting clothing and planning bedroom).
- Talk to child about feelings.
- Give child choices.
- Hug and kiss your child.
- Tell your child you love her or him.
- Show child you are interested in her or him.
- Read to child.

Motor

- Encourage child to participate in developmental activities (e.g., sports and music).
- Allow child to participate in activities that are right for child's age and may include adults.
- Provide child opportunities to participate in a variety of activities (e.g., GAMES like marbles, tag, puzzles, using playground equipment; ARTS & CRAFTS like drawing, painting, making models, paper cutting and folding, playing musical instruments; TABLE GAMES like pool, bingo, card games, checkers/chess, dominoes; SPORTS like baseball, basketball, bicycling, bowling, camping, dancing, diving, fishing, football, gymnastics, hiking, horseback riding, martial arts, ping pong, soccer, shuffleboard, ice skating, roller skating, and swimming).

Intellectual

- Listen to and answer child's questions.
- Give child choices.
- Allow child to help you (e.g., making cookies, gardening).
- Give child opportunity to view educational shows and age appropriate television shows.
- Provide child with children's magazines including such things as mazes, word finds, and hidden pictures.
- Teach child full name, address, and phone number.
- Talk to and give child good information about sex, drugs, alcohol, and AIDS.
- Set clear, consistent, and reasonable limits.
- Provide child with games (e.g., Memory, Concentration, Monopoly, Scrabble, chess, checkers, and/or trivia).
- Take child to library.
- Provide child with books, magazines, and newspapers.
- Provide child with an allowance.
- Read to child.

Language

- Allow child to view appropriate children's television shows and movies.
- Provide child with things to read (e.g., books and magazines).
- Tell child stories and allow child to tell stories.
- Encourage child to interact with appropriate adults.
- Provide opportunities for conversations between you and your child.
- Read to child.

Taken from Decker, C. A. (1988). *Children: The early years*. South Holland, IL: Goodheart-Wilcox Company.

Decker, C. A. (1988). *Children: The early years* (Teacher's Resource Guide). South Holland, IL: Goodheart-Wilcox Company.

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Koch, J. B. (1990). *Growing up* (Families in Touch Series: Book Three for parents with children ages 8 to 10). Skokie, IL: Total Graphics.

SUPPLEMENT 9

Why Do Kids Act the Way They Do?

School-age kids do not act just like adults. Socially and emotionally, they are still quite different from adults. Try to think of some answers for each of the following questions.

1. Why are many school-age kids so concerned with what their friends think of them?

2. Why do some school-age kids question adult authority and possibly even show disrespect?

3. Why are some school-age kids concerned about always being THE BEST in school work, clubs, and sports?

4. Why do a few school-age kids feel so inferior?

5. Why is it such a problem when school-age girls like school-age boys?

Taken from Decker, C. A. (1988). *Children: The early years* (Teacher's Resource Guide). South Holland, IL: Goodheart-Willcox Company.

SUPPLEMENT 10

General Things You Can Do for a Child

If you have a bad habit, admit it to a child and try to do something about it. Be honest.

Do not involve a child in your bad habits.

Teach your child not to talk to or accept anything from strangers.

Spend time with your child.

Encourage, support, accept, and praise your child.

Treat a child with respect.

Touch, hug, and kiss your child—say "I love you."

Smile at and laugh with your child.

Show your child you care—be interested in the child.

Give your child time to talk to you.

Be warm and loving.

Keep a child safe and healthy (including proper diet).

Teach your child to care for her- or himself following a burn, scrape, or cut until help arrives.

Build your child's self-esteem.

Find a balance between stepping in to protect children and stepping back to allow children to cope on their own.

Teach your child her or his full name, address, and phone number.

DO NOT HIT A CHILD.

Show interest in what your child is learning.

Get to know your child's friends.

SUPPLEMENT 11

TV Shows For Children

Using a current weekly listing of TV shows, determine which shows are appropriate and inappropriate for school-age children. List your findings in the spaces below.

TV SHOWS APPROPRIATE FOR SCHOOL-AGE CHILDREN:

1.

2.

3.

4.

5.

TV SHOWS INAPPROPRIATE FOR CHILDREN:

(Following each show you list, explain why the show is inappropriate. Reasons might be offensive language, slurs on people or groups, stereotyping of people or groups, or sexual situations.)

1.

2.

3.

4.

5.

Adapted from Decker, C. A. (1988). *Children: The early years* (Teacher's Resource Guide). South Holland, IL: Goodheart-Wilcox Company.

SUPPLEMENT 12

Looking At Parents' Attitudes

DIRECTIONS: Indicate your opinion by drawing a circle around the A if you strongly agree, around the a if you mildly agree, around the d if you mildly disagree, and around the D if you strongly disagree.

There are no right or wrong answers, so answer according to your own opinion.

	Agree		Disagree	
1. Some children are just so bad that they must be taught to fear adults for their own good.	A	a	d	D
2. Children should realize how much parents have to give up for them.	A	a	d	D
3. Children will get on any person's nerves if she or he has to be with them all day.	A	a	d	D
4. It is often necessary to drive the mischief out of a child before she or he will behave.	A	a	d	D
5. A wise parent will teach a child early just who is boss.	A	a	d	D
6. Few parents get the gratitude they deserve for all they have done for their children.	A	a	d	D
7. Children who are held to firm rules grow up to be the best adults.	A	a	d	D
8. It is a rare parent who can be sweet and even-tempered with her or his children all day.	A	a	d	D
9. Children need some of the natural meanness taken out of them.	A	a	d	D
10. Most children should have more discipline than they get.	A	a	d	D

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Adapted from *Adolescent parent resource guide*. (1989). Columbus: Ohio Department of Education.

Reactions

Write what you would say to each child and why. Discuss with others the differences in responses.

1.

2.

3.

4.

Adapted from Nemiroff, J. L. (1980). *Practicing parenting.* Mission Hills, CA: Glencoe/McGraw-Hill Publishing Company.

SUPPLEMENT 14A

Verbal Messages

Technique	Effect on Child
1. SHAMING: "Look at what a sloppy job _____ did cleaning up her room."	
2. COMPARISONS WITH OTHERS: "Tuck your shirt in. Look at Suzy. She always looks nice when she comes to school."	
3. SCARING A CHILD WITH THREATS TO HER OR HIS SECURITY: "I'll throw you out of the car if you don't settle down." "I'll call the police if you don't behave and he'll come and put you in jail."	
4. THREAT OF WITHDRAWAL OF LOVE: "Mommy doesn't love you when you hit your little brother."	
5. BRIBES: "If you get dressed real quick, I'll give you some gum."	
6. NAME CALLING: "Can't you ever do anything right, you numbskull. Now you've broken the car window."	
7. SILENT WITHDRAWAL OF ADULT: Not talking about obvious conflict.	
8. MAKING A CHILD APOLOGIZE WHEN SHE OR HE DOES NOT FEEL SORRY.	
9. ASSUMING THAT THE CHILD IS TO BLAME FOR SOMETHING WITHOUT KNOWING FOR SURE.	
10. MAKING ALL DECISIONS FOR CHILD: Assumes the child cannot make "good" decisions.	
11. BRINGING UP OLD MISTAKES OF CHILD.	
12. LAUGHING AT CHILD.	

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SUPPLEMENT 14B

Answer Sheet For Verbal Messages

Technique	Effect on Child
1. SHAMING	Makes the child feel bad about her- or himself.
2. COMPARISONS WITH OTHERS	Makes child feel bad about her- or himself. Encourages child to judge self by what others do rather than setting own internal goals.
3. SCARING A CHILD WITH THREATS TO HER OR HIS SECURITY	Fear that significant parent will put her or him in a vulnerable position. Establishes a pattern of dishonesty in adults dealing with children. Child will not believe what the adult says.
4. THREAT OF WITHDRAWAL OF LOVE	Fear of losing basic security.
5. BRIBES	Encourages child to think that compliance with adults should be contingent upon material reward.
6. NAME CALLING	Makes a child feel worthless.
7. SILENT WITHDRAWAL OF ADULT	Encourages the child not to deal with conflict. Allows the child to misinterpret the meaning of the adult silence.
8. MAKING A CHILD APOLOGIZE WHEN SHE OR HE DOES NOT FEEL SORRY	Teaches the child to deny her or his true feelings and act in a dishonest way.
9. ASSUMING THAT THE CHILD IS TO BLAME FOR SOMETHING WITHOUT KNOWING FOR SURE	Makes a child feel wronged without being given a fair hearing. Makes a child feel that assigning blame is more important than solving the problem.
10. MAKING ALL DECISIONS FOR CHILD	Teaches child that she or he is incapable of doing anything for self. Teaches child that she or he does not have good judgment and therefore is not competent.
11. BRINGING UP OLD MISTAKES OF CHILD	Makes child fear she or he will not be forgiven for mistakes made. Opens painful wound repeatedly.
12. LAUGHING AT CHILD	Makes child feel worthless.

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SUPPLEMENT 15

Discipline or Punishment

DIRECTIONS: Check whether the situation is discipline or punishment. Then write or tell how you would react.

Situation	Discipline	Punishment	How would you react?
Juan accidentally knocked over a lamp and it broke. When his mother returned home from work she spanked him for misbehaving.	____	____	
Anna was throwing rocks at the other children in the park. Her grandfather came over and told her if she did not stop she would have to leave. When Anna continued to throw rocks, her grandfather took her firmly by the hand and walked her home.	____	____	
Wendell, who was afraid of the dark, refused to go to bed. His babysitter ordered him into his room, shut out the lights, and locked the door. "That will teach you," she yelled.	____	____	
Denise was riding her bike in the street. Her father ran out of the house, pulled her from her bike, and spanked her.	____	____	

Adapted from Nemiroff, J. L. (1980). *Practicing parenting*. Mission Hills, CA: Glencoe/McGraw-Hill Publishing Company.

Building Confidence

Act out each of the minute dramas and complete the following:

A. Which of the situations would build a child's confidence and which would not?

B. Rewrite those which would destroy feelings of self-worth so that they too would build confidence.

C. Why is a parent's attitude toward their children so important?

D. Do you think parents are usually tougher on boys or girls? Explain your answer.

Minute Dramas

1. *Jackie is learning, with much difficulty, to ride a bicycle. His dad is assisting.*

   Jackie: Dad, I can't do this. I wreck every time you let go.

   Dad: You're going great! You went quite a ways without my help. Try again.

2. *Sasha rushes in from school to show her mom her grade card.*

   Sasha: Look, Mom! I came up in Math and got an A in English.

   Mom: What happened to your Science grade? I don't understand why you have so much trouble with that subject.

3. *Anthony is a member of a little league baseball team. After their first game, he runs over to see his dad.*

   Anthony: Dad! Dad! Did you see me hit that ball!?

   Dad: That was good, but you ran so slowly I didn't think you were going to make it to first base.

4. *Mary Jo, a beginning sewer, is having a hard time putting in a zipper. Her mother is helping her.*

   Mary Jo: How's this, Mom?

   Mom: Oh, Mary Jo! You are doing so much better. Your stitching is getting straighter. But try that last step again. Okay?

Adapted from *Adult roles and functions curriculum.* (1979). Ripley: West Virginia Department of Education, Curriculum Technology Resource Center

Children's Actions and Caregiver's Reactions

Write a more positive response to each situation in the spaces provided.

Situation	Caregiver response	Positive response
Malcolm, age 8, has accidentally spilled a glass of milk.	"You're a bad boy. You've done it again."	
Sophia, age 7, was playing with some pots and pans when two lids crashed to the floor.	"Why can't you be good like your sister and play quietly?"	
Jenny, age 12, came home very excited about her report card. She got four "A"s and one "B."	"How come you didn't get all "A"s? Do better next time."	
Carlos, age 11, came home and tossed his coat over the kitchen chair.	"I've told you a thousand times to hang up your things."	

Adapted from Nemiroff, J. L. (1980). *Practicing parenting.* Mission Hills, CA: Glencoe/McGraw-Hill Publishing Company.

Setting Limits for Children . . .

1. Show understanding for the child by putting her or his thoughts into words. For example: "I know you want to go outside and ride your bike, but it's too late."
2. Make the rule. State it simply; be consistent. For example: "You can't ride your bike in the dark."
3. Show you understand their feelings. For example: "I know you're unhappy because you can't ride."
4. Give alternatives. For example: "Why don't you install a new horn on the bike, so it will be ready for your ride tomorrow?"

Set limits for children in the above format for the situations described below.

1. Maria wants to entertain her friend using your good dishes.

_____

_____

_____

_____

2. Jeremy wants to wear a sleeveless shirt and shorts to school on a cold winter's day.

_____

_____

_____

_____

3. Rudy wants to stay up until 10:30 p.m. on a school night. She's in second grade.

_____

_____

_____

_____

Adapted from Nemiroff, J. L. (1980). *Practicing parenting.* Mission Hills, CA: Glencoe/McGraw-Hill Publishing Company.

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Strengthening Parenting Skills – Notes

WORLD-CLASS EDUCATION FOR THE 21ST CENTURY: THE CHALLENGE AND THE VISION

VISION STATEMENT

As we approach the 21st century, there is broad-based agreement that the education we provide for our children will determine America's future role in the community of nations, the character of our society, and the quality of our individual lives. Thus, education has become the most important responsibility of our nation and our state, with an imperative for bold new directions and renewed commitments.

To meet the global challenges this responsibility presents, the State of Illinois will provide the leadership necessary to guarantee access to a system of high-quality public education. This system will develop in all students the knowledge, understanding, skills and attitudes that will enable all residents to lead productive and fulfilling lives in a complex and changing society. All students will be provided appropriate and adequate opportunities to learn to:

- communicate with words, numbers, visual images, symbols and sounds;
- think analytically and creatively, and be able to solve problems to meet personal, social and academic needs;
- develop physical and emotional well-being;
- contribute as citizens in local, state, national and global communities;
- work independently and cooperatively in groups;
- understand and appreciate the diversity of our world and the interdependence of its peoples;
- contribute to the economic well-being of society; and
- continue to learn throughout their lives.

MISSION STATEMENT

The State Board of Education believes that the current educational system is not meeting the needs of the people of Illinois. Substantial change is needed to fulfill this responsibility. The State Board of Education will provide the leadership necessary to begin this process of change by committing to the following goals.

ILLINOIS GOALS

1. Each Illinois public school student will exhibit mastery of the learner outcomes defined in the State Goals for Learning, demonstrate the ability to solve problems and perform tasks requiring higher-order thinking skills, and be prepared to succeed in our diverse society and the global work force.

2. All people of Illinois will be literate, lifelong learners who are knowledgeable about the rights and responsibilities of citizenship and able to contribute to the social and economic well-being of our diverse, global society.

3. All Illinois public school students will be served by an education delivery system which focuses on student outcomes; promotes maximum flexibility for shared decision making at the local level; and has an accountability process which includes rewards, interventions and assistance for schools.

4. All Illinois public school students will have access to schools and classrooms with highly qualified and effective professionals who ensure that students achieve high levels of learning.

5. All Illinois public school students will attend schools which effectively use technology as a resource to support student learning and improve operational efficiency.

6. All Illinois public school students will attend schools which actively develop the support, involvement and commitment of their community by the establishment of partnerships and/or linkages to ensure the success of all students.

7. Every Illinois public school student will attend a school that is supported by an adequate, equitable, stable and predictable system of finance.

8. Each child in Illinois will receive the support services necessary to enter the public school system ready to learn and progress successfully through school. The public school system will serve as a leader in collaborative efforts among private and public agencies so that comprehensive and coordinated health, human and social services reach children and their families.

Developed by citizens of Illinois through a process supported by the Governor, the Illinois State Board of Education and the Illinois Business Roundtable. Adopted as a centerpiece for school improvement efforts.

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ILLINOIS STATE BOARD OF EDUCATION
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